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|  | **Observation Protocol for**  **Technology Integration in the Classroom** | **SSA CREST** |

Teacher Name- **Ms. P. Solek** Date\_\_\_\_\_\_\_\_\_\_\_\_\_ Block\_\_\_\_\_\_\_

**I. Setting and Circumstances:**

Grade Level(s) of Students \_\_\_\_\_\_ Observation Length: \_\_\_\_\_ minutes

Site (check): \_\_Classroom \_\_Other Inside: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_Outside the building: what setting? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Ratio of Students to Station or Device: \_\_1 to 1

*In each category below,* ***check as many as apply*** *during the time of the observation.*

Activity: \_\_Individual \_\_Small group \_\_Whole class

\_\_Student Presentation \_\_Teacher Presentation

Choice: The specific uses of technology in this session were

\_\_required of all students \_\_required of some students \_\_unrestricted

Curricular area(s) addressed: \_\_Math \_\_Science \_\_Language Arts \_\_Social Studies

\_\_Foreign Language \_\_Other\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Primary nature of student activity: \_\_Passive and receiving \_\_Producing and creating

Technologies in use: \_\_Computer \_\_Internet \_\_E-mail \_\_Hand held \_\_Camera

\_\_One-way video \_\_Two-way Interactive video \_\_CD Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Software in use by class during the observation: (Will not total 100%)

\_\_Drill and practice \_\_\_% students using \_\_Spreadsheet \_\_\_ % using

\_\_Simulation or game \_\_\_ \_\_Present/publish \_\_\_

\_\_Problem solving \_\_\_ \_\_Internet browser \_\_\_

\_\_Data analysis \_\_\_ \_\_Graphics/Web page \_\_\_

\_\_Word processing \_\_\_ \_\_Other:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student objectives for this time period:

\_\_Learn content-related skills, facts or concepts \_\_Develop a project

\_\_Practice or reinforce a skill or concept \_\_Learn a research skill

\_\_Communicate with resource person or peer \_\_Testing or assessment

\_\_Learn a software or application skill (note):

\_\_Other (note):

Student goals addressed this time period:

\_\_ be a discriminating and technically proficient technology user

\_\_ seek, analyze and evaluate information using technology

\_\_ conduct problem solving and/or decision making activities using technology

\_\_ be a creative and effective user of productivity tools

\_\_ be effective communicators, collaborators, publishers and producers

\_\_ be a responsible citizen, worker, learner in technology environment

**II. Integration Observation Tool:** In each row, mark the box best representing the situation you observe. If an item

cannot be observed because it is not part of the instructional plan or other reason, mark box 1 and make a note to explain.

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| **Low level of student**  **involvement or proficiency** | **1** | **2** | **3** | **4** | **5** | **6** | **High level of student**  **involvement or proficiency** | **Notes** |
| Students are **using** only the **technologies** **prescribed** by the teacher for carrying out learning activities. | □ | □ | □ | □ | □ | □ | Most students are **independently** **choosing** the **technologies** appropriate to their activity and need. |  |
| Students are **rarely involved** with their teacher or peers **in planning** for technology use in a unit or lesson. | □ | □ | □ | □ | □ | □ | Students are **highly involved** with their teacher and peers **in planning** for the use of technology in a unit or lesson. |  |
| In group activities using technology, **few** **students display collaboration**. | □ | □ | □ | □ | □ | □ | In group activities using technology, a **high degree of collaboration** is shown. |  |
| When using technology, **few students act ethically** and follow the district acceptable use policy. | □ | □ | □ | □ | □ | □ | When using technology, **most students** **act ethically** and follow the district acceptable use policy. |  |
| Most students exhibit a **low level of skill** in the effective use of available technologies and require much assistance. | □ | □ | □ | □ | □ | □ | Most students exhibit **skill** in theeffective use of available technologies at or **above expected levels**. |  |
| In using technology, **few** students are **focused on the intended curricular objectives**. | □ | □ | □ | □ | □ | □ | In using technology, **most** students are **focused on the intended curricular objectives**. |  |
| Specific **technology skills are taught** and practiced **as separate lessons**, and later applied to core objectives. | □ | □ | □ | □ | □ | □ | Most specific **technology skills are embedded** and learned **in the context of core curriculum** lesson objectives. |  |
| Most students **exhibit little creativity**, only responding to software prompts or teacher directions. | □ | □ | □ | □ | □ | □ | **Problem solving and higher order thinking** is evident in most students’ activities. |  |
| Most students are **not highly engaged** in the technology activity. | □ | □ | □ | □ | □ | □ | Most students are **highly engaged** in the use of technology. |  |
| Student use of technology is tailored to **neither** their **cognitive abilities nor physical needs**. | □ | □ | □ | □ | □ | □ | Student use of technology is tailored to both their **cognitive abilities and physical needs**. |  |
| Most of the learning activities could be done **as well or better without technology**. | □ | □ | □ | □ | □ | □ | Most of the learning activities are **highly** **dependent** **on** features of the **technology**. |  |